



**MIDDLE SCHOOL CAREER STUDIES**  
**Planning and Implementation Toolkit**

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## WHAT IS MIDDLE SCHOOL CAREER STUDIES?

Middle school career studies are a critical component of transition readiness as students explore the connection between education and future career goals. Kentucky offers a wide range of options for students to earn dual credit, ~~art~~ articulated credit, industry certificates and gain real-world experience through work-based learning opportunities. However, to make informed decisions, students need opportunities to explore skills, tasks and knowledge related to careers of interest. Providing these opportunities during middle school helps students discover their unique interests, aptitudes and values and make better informed plans for high school.

<b><u>Middle School</u> Career Studies Is NOT</b>	<b><u>Middle School</u> Career Studies IS</b>
Tracking students into pathways based on predetermined criteria.	Encouraging students to explore a variety of career clusters related to individual interests.
Requiring students to choose one career.	Providing opportunities to explore authentic skills, tasks and topics relevant to a specific career cluster.
Choosing a career instead of college.	Recognizing that almost all career paths require ongoing education and experience.

## CAREER EXPLORATION IN MIDDLE SCHOOL: Setting Students on the Path to Success

According to the Association of Career and Technical Education (ACTE), research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, ~~and~~ developing a plan for reaching future goals. Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments. It also capitalizes on their developing abilities to think abstractly, and their preferences for teamwork and active learning through relevant real-life scenarios. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities.

A crucial component of career exploration is to engage middle school students ~~to~~ in exploratory tasks and experiences related to career clusters of their choice. These experiences help students identify careers of interest and develop employability skills that will serve them well as they

move into the post-secondary world. They can be delivered in various ways, from exploratory tasks integrated into content areas and enrichment or advisor periods, to short-term rotations or year-long classes.

## ACTE RECOMMENDATIONS

To help teachers, counselors and administrators implement and improve these practices at the program, school and district levels, the Association for Career and Technical Education (ACTE) recommends the following:

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|--|
| 1. Incorporate career-related project-based learning in the classroom.   |
| 2. Design projects and activities to develop employability skills.   |
| 3. Be flexible when offering exploratory and introductory CTE courses.   |
| 4. Facilitate academic and career planning with scalable online tools.   |
| 5. Enable short-term interactions with business and community leaders.   |
| 6. Provide opportunities for <u>participating in career and technical education student organizations</u> <del>CTSO participation</del> , including financial support when needed. |

## USING THESE TOOLS

These tools included in this toolkit may be used by schools or districts to determine student access to career studies instruction and experiences. They are not meant to promote or require any instructional framework for career exploration. Because each school is unique, how these standards are implemented will vary. Use these tools to prompt thinking and provide guidance to support effective implementation of the *Kentucky Academic Standards for Career Studies*.

**SCHOOL REVIEW** – Use this tool to determine ~~the determine~~ the current state of career studies instruction. If you are unsure of terminology, the Middle School Career Experiences provides clarification.

**PLANNING CONSIDERATIONS** – This document describes a variety of career exploration experiences, including planning considerations.

**PLANNING TOOL** – Once the assessment is completed, this tool may be used to create an implementation plan aligned across grade levels.

**GLOSSARY** – The glossary provides definitions of terminology used within the document.

**NOTE:** Professional learning needs are addressed in both the School Review and Planning Tool.

## SCHOOL REVIEW

**Directions:** Work with a small group to identify student access to career studies instruction. It may be helpful to use color to highlight patterns or gaps.

### EXAMPLE:

REAL-WORLD LEARNING EXPERIENCES	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
Career Portfolio	6th		7th	8th	
Guest Speaker(s)		6th		7th	8th

SELF-AWARENESS	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
Students identify career interests, skills and values.					
Students identify academic strengths.					

CAREER EXPLORATION	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
<u>Students identify <b>Career Cluster(s)</b> aligned to their individual strengths, interests, skills and values.</u>					
<u>Students use <b>Exploratory Tasks</b> to research topics, skills and tasks related to identified <b>Career Clusters</b>.</u>					
<u>Students explore <b>Career Pathways</b> as a tool to support development of their <b>Individual Learning Plan (ILP)</b>.</u>					
<u>Students explore opportunities to earn <b>Industry Credentials</b> (industry certifications, degrees, licensures) at the secondary level.</u>					
<u>Students explore opportunities for <b>Work-Based Learning</b> (internships, co-op, apprenticeships) at the secondary level.</u>					

Students explore opportunities for <b>Dual/Articulated</b> credit at the secondary level.					
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CAREER EXPLORATION	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
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Students explore <del>Career Pathways</del> as a tool to support development of their <del>Individual Learning Plan (ILP)</del> .					
Students explore opportunities to earn <del>Industry Credentials</del> (industry certifications, degrees, licensures) at the secondary level.					
Students explore opportunities for <del>Work-Based Learning</del> (internships, co-op, apprenticeships) at the secondary level.					
Students explore opportunities for <del>Dual/Articulated</del> credit at the secondary level.					

REAL-WORLD LEARNING EXPERIENCES	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
Career Portfolio					
Guest Speaker(s)					
Career Fair - led by Business & Industry					
Business and Industry Tour					
Tour of CTE School or Program – <i>Observation only. No hands-on experience.</i>					
<b>Problem Based Learning Project:</b> Student(s) research a problem or issue relevant to a career cluster.					
<b>Career Exploration Exhibit:</b> Students present products from Exploratory Tasks or PBLs to an authentic audience, e.g. parents, community members, or younger students.					
<b>School Based Enterprise or Entrepreneurship:</b> Students provide goods or services (greenhouse, store, communications, e.g., announcements, newsletters, webpage, etc., planning and development teams, e.g., school/community events, etc.)					
Tour of CTE School or Program - <i>Students participate in hands-on experience(s).</i>					
<b>Student Mentorship or Job Shadowing</b> - (CTE student, business, industry or community partner)					
<b>CTE Program at the Middle School</b> Instructional time may vary, e.g., a few weeks, trimester, semester.					
<b>CTE Traveling Teacher</b> CTE teacher travels to the middle school to deliver CTE experience using school or mobile lab.					
<b>Camp Experience</b> (summer or evenings) Students attend the CTE school and participate in one or more CTE program areas. <ul style="list-style-type: none"> <li>• Single day – single program</li> <li>• Single day – multiple opportunities- students rotate through multiple programs</li> <li>• Multiple days – single program</li> <li>• Multiple days – rotate through multiple programs</li> </ul>					

What are the professional learning needs for teachers? Consider the following topics.

PROFESSIONAL LEARNING	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
Teachers understand the <b>Career Studies</b> standards and integrate real-world applications within their content area.					
Teachers understand that <b>Individual Learning Plans (ILP)</b> are tools for: <ul style="list-style-type: none"> <li>• <b>E</b>xploring skills, interests and careers in 6th grade and beyond.</li> <li>• <b>C</b>reating secondary and post-secondary educational plans.</li> <li>• <b>I</b>ntegrating academic/non-academic activities into a regularly updated resume.</li> </ul>					
Teachers understand that <b>Career Clusters</b> : <ul style="list-style-type: none"> <li>• <b>A</b>re a contextual framework for learning skills specific to a career.</li> <li>• <b>E</b>ach contain several career pathways.</li> </ul>					
Teachers understand that <b>Career Pathways</b> are: <ul style="list-style-type: none"> <li>• <b>A</b> group of occupations within a career cluster that use similar skills.</li> <li>• <b>L</b>inked education and training plans that show how to advance over time to successively higher levels of education and employment in each career cluster.</li> </ul>					
Teachers understand options for students to earn: <ul style="list-style-type: none"> <li>• <b>Industry Certifications</b> or a verification of an individual's qualification or competence issued by a regulating agency.</li> <li>• <b>Dual /Articulated</b> credit in both general and technical courses.</li> </ul>					
Teachers understand options for students to participate in <b>Work Based Learning</b> opportunities that include: <div> <div>Service Learning</div> <div>Mentoring</div> <div>Job Shadowing</div> <div>Entrepreneurship</div> <div>Internship</div> <div>School-Based Enterprises</div> <div>Cooperative Education</div> <div>Apprenticeships</div> </div>					
Teachers are familiar with Career Pathway options for students at the local high school and/or technology centers.					



## PLANNING CONSIDERATIONS

Once you've identified the extent of career studies instruction in your school or district, consider possibilities that you may want to include. The following experiences are arranged from those requiring less time and resources to those that require extensive time and planning but provide a deeper exposure to career clusters. Time refers to the amount of instructional time. Time required for planning is indicated in Planning Considerations. Stakeholders refer to any business, industry and community partners, including parents.

### EXPLORATORY EXPERIENCES

Aimed at [students in the 6<sup>th</sup>](#) and [7<sup>th</sup>](#) grades, exploratory experiences provide opportunities for students to develop an awareness of personal interests, aptitudes and values, and research related careers/career clusters.

Experience	Time	Personnel	Budget	Planning Considerations
<b>Career Portfolio</b>	Ongoing	Teacher Counselors Family Resources	Minimal	Requires planning to align instruction, determine components and decide the portfolio format, e.g., electronical, paper, etc.
<b>Career Research</b>	1-5 hours	Teacher	\$0	Includes career pathway or program of study including industry certifications, dual/articulated credit, <a href="#">WBL-work-based learning</a> opportunities, etc.
<b>Exploratory Tasks</b>	1-5 hours	Teacher	\$0	Varied based on the student product, e.g., written, oral, visual
<b>Guest Speaker</b>	1 hour	Teacher Stakeholders	\$0	Minimal, includes scheduling, preparing expectations for the speaker and students
<b>Career Fair</b> <ul style="list-style-type: none"> <li>• <a href="#">Led</a> by business &amp; industry</li> </ul>	2-3 hours	Planning Committee Stakeholders	\$0	Requires substantial preplanning to coordinate speakers and develop a rotational plan for students
<b>Business and Industry Tour</b>	2-3 hours	Teacher Stakeholders	Transportation costs	Requires substantial preplanning to ensure that stakeholders are aware of intended objectives and students understand behavior expectations
<b>Tour of CTE School or Program</b> <ul style="list-style-type: none"> <li>• <a href="#">Ob</a>bservation &amp; discussion</li> </ul>	2-3 hours	Teacher Stakeholders	Transportation costs	Requires substantial preplanning to ensure that stakeholders are aware of intended objectives and students understand behavior expectations

## REAL-WORLD LEARNING EXPERIENCES

Aimed at students in the 7<sup>th</sup> and 8<sup>th</sup> grades, real-world experiences provide opportunities for students to deepen their awareness of personal interests, aptitudes and values through authentic careers/career cluster experiences.

Experience	Time	Personnel	Budget	Planning Considerations
<b>Problem-Based Learning Project</b> <ul style="list-style-type: none"> <li>Student(s) identify a real-world problem relevant to a career cluster, pathway or occupation.</li> </ul>	5-10 hours (longer if all work is done in class)	Teacher Stakeholders Counselors Family Resources	Minimal  Transportation costs would be required if shared with elementary school.	Requires substantial preplanning: <ul style="list-style-type: none"> <li>Prior to this unit, students should have had opportunities to explore and narrow career choices.</li> <li>This list <u>also</u> can <del>and also</del> be used to involve local business, industry and educational (secondary, including local technology centers, and post-secondary) partners.</li> </ul>
<b>Career Exploration Exhibit</b> Extension of either the: <ul style="list-style-type: none"> <li>Exploratory Tasks</li> <li>Problem-Based Learning Project</li> </ul>	2-3 hours in addition to student development time	Teacher Stakeholders Counselors Family Resources	Minimal Transportation costs would be required if shared with elementary school.	Requires substantial preplanning: <ul style="list-style-type: none"> <li>Prior to this unit, students should have had completed either an Exploratory Task or a Problem-Based Learning Project.</li> <li>A <b>Layout Plan, Rotational Plan and Student Guide</b>, must be prepared to ensure smooth rotation among projects.</li> <li>Behavioral expectations must be shared with students.</li> </ul>
<b>School-Based Enterprise or Entrepreneurship</b>	Substantial time required for preplanning.	Teacher Stakeholders Counselors Family Resources	Varies dependent upon the goods or services provided.	Requires substantial preplanning to: identify the scope of the enterprise, e.g., a Holiday Shop vs a School Spirit Shop.
<b>Tour of CTE School</b> (with hands-on component)	2-3 hours	Teacher Stakeholders Counselors Family Resources	Transportation costs	Requires substantial preplanning to identify: <ul style="list-style-type: none"> <li><u>I</u>ntended objectives</li> <li><u>S</u>tudent limitations</li> <li><u>S</u>safety concerns</li> </ul>

<b>Student Mentorship / Job Shadowing</b> (CTE student, business, industry or community partner)	Varies	Teacher Stakeholders Counselors Family Resources	\$0	Requires substantial preplanning to identify: <ul style="list-style-type: none"> <li>• <del>I</del>ntended objectives</li> <li>• <del>S</del>tudent limitations</li> <li>• <del>S</del>safety concerns</li> </ul>
<b>CTE Program at the Middle School</b> Instructional time may vary, e.g., a few weeks, trimester, semester.	Varies with design	Teacher Stakeholders Counselors Family Resources	Varies with design, but includes: <ul style="list-style-type: none"> <li>• <del>S</del>taffing</li> <li>• <del>T</del>ransportation</li> <li>• <del>S</del>supplies</li> </ul>	Requires substantial preplanning to identify: <ul style="list-style-type: none"> <li>• <del>I</del>ntended objectives</li> <li>• <del>S</del>scheduling</li> <li>• <del>S</del>safety concerns</li> </ul> Options may include: <ul style="list-style-type: none"> <li>• <del>S</del>single program for semester or year</li> <li>• <del>M</del>multiple program rotations, monthly, quarterly, etc.</li> </ul>
<b>CTE Traveling Teacher</b> CTE teacher travels to the middle school to deliver CTE experience using: <ol style="list-style-type: none"> <li>1. School lab</li> <li>2. Traveling lab</li> </ol>	Varies with design	Teacher Stakeholders Counselors Family Resources	Varies with design, but includes: <ul style="list-style-type: none"> <li>• <del>S</del>taffing</li> <li>• <del>T</del>ransportation</li> <li>• <del>S</del>supplies</li> </ul>	Requires substantial preplanning to identify: <ul style="list-style-type: none"> <li>• <del>I</del>ntended objectives</li> <li>• <del>S</del>tudent limitations</li> <li>• <del>S</del>safety concerns</li> </ul> Options may include: <ul style="list-style-type: none"> <li>• <del>P</del>artnering with neighboring district</li> </ul>
<b>Camp Experience</b> (summer or evenings) Students attend the CTE school and participate in one or more middle school CTE experiences	Varies with design	Teacher Stakeholders Counselors Family Resources	Varies with design, but includes: <ul style="list-style-type: none"> <li>• <del>S</del>taffing</li> <li>• <del>T</del>ransportation</li> <li>• <del>S</del>supplies</li> </ul>	Requires substantial preplanning to identify: <ul style="list-style-type: none"> <li>• <del>I</del>ntended objectives</li> <li>• <del>S</del>tudent limitations</li> <li>• <del>S</del>safety concerns</li> </ul> Options may include: <ul style="list-style-type: none"> <li>• <del>S</del>single day--single program</li> <li>• <del>S</del>single day--multiple opportunities-- students rotate through multiple programs</li> <li>• <del>M</del>multiple days--single program</li> <li>• <del>M</del>multiple days--rotate through multiple programs</li> </ul>

## PLANNING TOOL

Once you've identified the extent of career studies instruction in your school or district, consider opportunities you may want to provide for your students. Use the following planning tool to determine specifics details for those experiences you decide to use.

SELF-AWARENESS	When	Where	By Whom	How	Funding Needs / Sources
Students identify career interests, skills and values.					
Students identify academic strengths.					
EXPLORATORY EXPERIENCES	When	Where	By Whom	How	Funding Needs / Sources
Career Portfolio					
Career Research					
Guest Speaker(s)					
Exploratory Tasks					
<b>Career Fair</b> <ul style="list-style-type: none"> <li>• Led by business and industry</li> </ul>					
Business and Industry Tour					
<b>Tour of CTE School or Program</b> <ul style="list-style-type: none"> <li>• Demonstration and discussion</li> </ul>					
<b>Career Problem Based Learning Project</b> Student(s) research a problem or issue relevant to a career.					

<b>Career Exploration Exhibit</b> Student(s) research, learn and demonstrate a skill related to a career.					
<b>School-Based Enterprise or Entrepreneurship</b>					
<b>Tour of CTE School or Program</b> (with hands on component)					
<b>Student Mentorship / Job Shadowing</b> (CTE student, business, industry or community partner)					
<b>CTE Program at the Middle School</b> Instructional time may vary, e.g., a few weeks, trimester, semester. <ul style="list-style-type: none"> <li>Single program for semester or year</li> <li>Multiple program rotations, monthly, quarterly, etc.</li> </ul>					
<b>CTE Traveling Teacher:</b> CTE teacher travels to the middle school to deliver CTE experience using: <ul style="list-style-type: none"> <li>School lab</li> <li>Traveling lab</li> </ul>					
<b>Camp Experience</b> (summer or evenings): Students attend the CTE school and participate in one or more middle school CTE experiences. <ul style="list-style-type: none"> <li>Single day--single program</li> <li>Single day--multiple opportunities:--students rotate through multiple programs</li> <li>Multiple days--single program Multiple days--rotate through multiple programs</li> </ul>					

PROFESSIONAL LEARNING	When	Where	By Whom	Required Resources
Teacher understand the <b>Career Studies</b> standards and integrates real-world applications within <del>their</del> -his or her content area.				
Teachers understand that <b>Individual Learning Plans (ILP)</b> are tools for: <ul style="list-style-type: none"> <li>Exploring skills, interests and careers in 6th grade and beyond.</li> <li>Creating secondary and post-secondary educational plans.</li> <li>Integrating academic and non-academic activities into a regularly updated resume.</li> </ul>				
Teachers understand that <b>Career Clusters</b> : <ul style="list-style-type: none"> <li>Are a contextual framework for learning skills specific to a career.</li> <li>Each contain several career pathways.</li> </ul>				
Teachers understand that <b>Career Pathways</b> are: <ul style="list-style-type: none"> <li>A group of occupations within a Career Cluster that use similar skills.</li> <li>Linked education and training plans that show how to advance over time to successively higher levels of education and employment in each Career Cluster.</li> </ul>				
Teachers understand options for students to earn: <ul style="list-style-type: none"> <li><b>Industry Certifications</b> (verification of an individual's qualification or competence issued by a regulating agency).</li> <li><b>Dual /Articulated</b> credit in both general and technical courses.</li> </ul>				
Teachers understand options for students to participate in <b>Work-Based Learning</b> opportunities <u>at the high school level</u> . <del>s that include:</del>				

## GLOSSARY

<b>apprenticeship</b>	<p>“Apprentice” means a worker at least <del>sixteen</del> <u>16</u> years old <del>of age</del>, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation, which:</p> <ol style="list-style-type: none"> <li>1. Is customarily learned in a practical way through a structured, systematic program of supervised training on the job;</li> <li>2. Is clearly identified and commonly recognized or accepted throughout an industry;</li> <li>3. Requires <del>2,000</del> <u>two thousand</u> or more work hours of work experience to learn;</li> <li>4. Requires related instruction to supplement the on-the-job experience training;</li> <li>5. Involves manual, mechanical, and/or technical skills applicable in like occupations throughout an industry; and</li> <li>6. Is recognized by the registrant entity and/or the U.S. Office of Apprenticeship as meeting the <del>foregoing</del> five criteria <u>listed above</u>.</li> </ol>
<b>articulated credit</b>	Articulated <del>c</del> Credit is awarded to a student for high school work after they enroll at a postsecondary institution providing a set of <del>r</del> requirements are met.
<b><del>C</del>areer <del>C</del>luster</b>	Career Clusters are a framework that serves as an organizing tool for <del>c</del> Career <del>T</del> echnical <del>E</del> ducation (CTE) programs, curriculum design and instruction. There are 16 Career Clusters that represent <u>more than 80 pathways</u> <del>79 Career Pathways</del> to help learners navigate their way to greater success in college and career.
<b>career inventory</b>	A career inventory is a survey designed to identify interests, skills and aptitudes and match the user to potential <del>C</del> areer <del>P</del> athways.
<b><del>C</del>areer <del>P</del>athway</b>	<p>A Career Pathway is a roadmap leading to a chosen career and includes:</p> <ul style="list-style-type: none"> <li>• <del>O</del>ccupations within the pathway; <del>i</del></li> <li>• <del>G</del>eneral and technical courses for both secondary and post-secondary; <del>i</del></li> <li>• <del>D</del>ual and articulated credit opportunities; <del>i</del></li> <li>• <del>R</del>elated industry certificates, apprenticeships, associate’s and bachelor’s degrees; <u>and</u>;</li> <li>• <del>E</del>ntry and exit points for semi-, mid-, and high-level skilled careers to support life-long learning.</li> </ul>
<b>clinical rotations</b>	Clinical rotations are a form of work-based learning for students enrolled in a health care program. It allows students to develop skills related to their program of study.
<b>cooperative education</b>	Cooperative education is a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the

school and the employer to ensure that each phase contributes to the student's Individual Learning Plan (ILP) and Career Pathway.

<b>CTSO</b>	Career and <del>T</del> technical <del>S</del> student <del>o</del> rganizations
<b>dual credit</b>	In <del>d</del> ual <del>C</del> redit, a student is enrolled in a course which allows <del>him/her</del> her or him to earn high school credit and college credit simultaneously. This course may be taught on a college campus or on a high school campus, but it will be in conjunction with a college or university.
<b>entrepreneurship</b>	Entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by organizing and operating a business enterprise. An entrepreneurship education program should involve students developing individual entrepreneurship projects in which they assume all risks in expectation of gaining a profit and/or further knowledge. An entrepreneurship program may be a component of a specific course within the curriculum or be a stand-alone course for credit. Entrepreneurship education may be offered in any <del>C</del> career and <del>T</del> technical <del>E</del> ducation program.
<b>exploratory task</b>	Exploratory tasks are classroom activities that allow students to experience skills, knowledge and aptitudes related to specific <del>C</del> career <del>P</del> athways.
<b>individual learning plan</b>	Individual Learning Plan (ILP) is a planning tool for students in grades 6-12 designed to guide educational decisions based on the interests and plans of the individual.
<b>industry certificate</b>	Industry certifications are credentials recognized by business and industry that demonstrate mastery of necessary knowledge and/or skills.
<b>internship</b>	A student internship is a type of <del>w</del> " <del>W</del> ork- <del>b</del> Based <del>e</del> Experience <del>l</del> earning <del>p</del> Program" for high school students who have completed extensive school-based preparation relating to an identified area of career and academic interest in the Individual Learning Plan. Internships are usually one-time experiences <del>which-that</del> should lead to course credit and/or pay.
<b>job shadow</b>	<del>J</del> ob <del>s</del> shadowing is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.
<b>mentorship</b>	Mentorship is a component of work-based learning in which a volunteer from the business/industrial community helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.



<b>program of study</b>	A program of study for a <del>C</del> career <del>P</del> pathways is a coherent, unduplicated sequence of rigorous academic and career/technical courses including dual credit opportunities, leading to postsecondary degrees and industry-recognized certifications and/or licensures.
<b>school-based enterprise</b>	A school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen <del>C</del> career <del>C</del> cluster.
<b>service learning</b>	Service <del>L</del> earning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.
<b>stakeholder</b>	An individual who engages in or <del>is</del> -has <del>ve</del> a vested interest in career and technical education.
<b>TRACK</b>	Tech Ready Apprentices for Careers in Kentucky
<b>work-based learning</b>	Work- <del>b</del> Based <del>L</del> earning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.